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ABSTRACT

Presenting an in-depth look at alternatives to ability grouping in elementary school reading and language arts programs, this book presents eight essays that offer a variety of practical suggestions and resources for educators interested in moving to or enhancing their use of flexible grouping for reading instruction. The book describes programs that have been successfully implemented, and provides guidelines for linking assessment to instruction. After a foreword by John J. Pikulski, essays in the book are: (1) "What Research Says about Grouping in the Past and Present and What It Suggests about the Future" (Rebecca Barr); (2) "Keeping Flexible Groups Flexible: Grouping Options" (Marguerite C. Radencich and others); (3) "Implementing Flexible Grouping with a Common Reading Selection" (Marguerite C. Radencich and others); (4) "Literature Circles for the Teaching of Literature-Based Reading" (Wendy C. Kasten); (5) "Preparing for and Reacting to Change in Grouping Arrangements" (Marguerite C. Radencich and Lyn J. McKay); (6) "Connecting Assessment and Instruction in the Flexibly-Grouped Classroom" (Jeanne R. Paratore); (7) "At-Risk Children Can Learn to Read and Write" (Patricia M. Cunningham); and (8) "Multiple Literacy Contexts in Classrooms: Frameworks, Functions, and Forecasts" (Elfrieda H. Hiebert). A 15-item glossary of strategies is attached. (RS)

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